

THE MASSACHUSETTS TEACHER.

NOVEMBER, 1866.

Volume XIX.

W. P. ATKINSON, Editor.

Number Eleven.

THE PLACE OF THE CLASSICS IN MODERN EDUCATION.

[Owing to the non-receipt of the paper on this subject, which we promised in our last number, we have here substituted another, embodying substantially the same principles.]

The chief argument relied upon by the supporters of the classical theory of education is, that it is the best — many go so far as to say the only — perfect mental discipline ever yet devised for the youthful mind. I would meet this argument by denying that there is any such thing as a purely disciplinary course of mental training, and that it is not the object of a true theory of education to attempt to discover such a training. Any educational theory which sets itself merely the question of discovering what is the best method of sharpening the intellect will fail, because the aims of education can never be separated; and as education properly considered is the development of the whole man and the whole woman, and as the little segment included in the years of pupilage and youth can never, without great and manifest wrong done to the character, be separated from that after education which it is the divine object of life to give, so unless early training is looked upon as merely the first stage in the life-education we shall never establish it on a right foundation.

Now it is obvious that no single narrow mental training can satisfy the demands of an education-theory of this kind. To assert that there is any uniform system for all minds would be to imply not only that the Creator has constituted all minds alike, but that he has marked out for each precisely the same career in after-life. If the human mind is composed of many faculties, each requiring its appropriate nourishment; if in no two minds are those faculties united in precisely the same proportionate degree of strength; if this variety of mental constitution is the divinely appointed provision for the filling of those many parts on life's stage which are afterwards to be played,—how preposterous is a theory which advocates the reducing of all higher education to one narrow, uniform system! how arrogant is the claim on the part of that system to be the only one that deserves the name of "liberal"!

There is no one uniform and infallible instrument for developing the human mind; no such thing as a system of *merely* disciplinary training, which has for its chief object the effect produced in forming the mind, and not the information imparted to it. *All* studies are disciplinary when pursued rightly; some of one set of faculties and others of another set. The best mental discipline is a mixed course of study in which each ingredient shall be precisely adapted to the age and mental peculiarities of the pupil, and all shall tend directly to his preparation for the life he is to lead in the world. Education will miss its aim when it is not ordered and arranged with reference to the life of the individual educated, and to the life of the nation of which he forms a part.

The consequence is that education-systems must vary with times and with places. What is good in one period of history, at one stage of intellectual progress, and for one nation, is wholly unsuited to another period and a different set of circumstances. Because at the period of the Revival of Letters the discovery of the great models of Greek and Roman literature played such a part in the intellectual development of the nations of Europe, it does not by any means follow that the continuance of their exclusive study will do as much for us. The reverse is more likely to be true; that their influence is well-nigh spent and that a new educating force is likely to be needed in these new times. Because in the education-system

of the mother country a classical education has been the mental training of an aristocracy, once powerful and able, but now seemingly almost effete, it surely does not follow that such an education is the best for a republican system whose genius is directly opposed to the building up of any aristocratic class whatever. Or, to come nearer home, because in the infancy of our New England States, and at a period and among sects by whom all religion was supposed absolutely to depend upon the right interpretation of the divinely-inspired letter of Scripture, when colleges were founded almost exclusively for the education of the clergy, an almost exclusively verbal training was adopted, it does not follow that this narrow training in words alone should be adhered to after our colleges have expanded into being the schools for the preparation of young men for such an infinite variety of callings and occupations, and after wider and truer views of religion have begun to prevail.

I discount, therefore, each of these arguments,—that classical learning had a powerful influence in training the European mind at the time of the Revival of Learning,—that a classical education has been the training of a once powerful English aristocracy,—that a classical education was adopted as a basis for our New England colleges under circumstances very different from those in which we are at present placed. The presumption from all these arguments from tradition is against, not in favor of, the continuance of the system.

To discover the true value of classical learning, the subject must be looked at from a different point of view. Two questions must be asked: first, what is the absolute value, apart from times and circumstances, of the training given by the dead languages and literatures of Greece and Rome? and second, what place does that absolute value give it in a system suited to the wants of this nation and of these times?

No one, I presume, is disposed to dispute the fact that a training in ancient philology has a value,—no one will deny the beauty and importance of the great works of Greek and Roman literature as models of composition and standards of taste. Still less will any one who is at all practically acquainted with teaching be disposed to underrate the value and importance of the study of

Language as a prime element in the formation of all education-systems whatever. And, furthermore, there is no one but will acknowledge that the cultivation of the taste by means of poetry, oratory and all that usually goes under the name of "belles-lettres" should never be omitted or neglected in providing for a liberal education.

On all these points we are at one with the advocates of classical education: our controversy arises as to the means of providing for objects which we both have equally at heart. The advocate of the classical system tells us to give that training in Language which we all concede to be essential, by means of a minute teaching of the Greek and Latin grammars begun at an early age and continued till the age of sixteen, as the main object of school-study. The boys in our Latin schools, beginning at the age of ten, commit large Greek and Latin grammars, rules, exceptions and all to memory, while in the same schools the study of physical science is practically ignored. Young men go from school to college minutely prepared, as far as regards the requisitions for admission, but having studied for several previous years absolutely nothing but Greek, Latin, elementary mathematics, and a very small amount of geography and ancient history. We too say, let Language by all means be studied as a main element in early education; but we affirm that for all but the fewest and most exceptional minds this mode of study during the years of boyhood is of all modes the most useless and perverse. For first, it makes the study of words predominate just at the age when nature makes the objective study of things the most interesting and wholesome mental exercise; and next, it makes the grammars of two dead languages the chief subject of the mind's operations at an age when that mind has not yet begun to employ its own vernacular with power and effect — what wonder that in consequence so few *ever* do so!

By all means let the study of language form an essential part in all training, but let the living mother-tongue precede the dead. Let the concrete study, the practical use, come before the dry analysis, and let that about which language employs itself come before, and always accompany the language which describes it. The masters of ancient literature studied no Grammar — the masters of modern

literature owe little to Greek — two facts sufficient, one would think, to condemn the claims of the classical system to be called the chief or only right method of education.

But though we would refuse to the study of Grammar, and still more to the study of the grammar of ancient and dead tongues, the monopoly it has heretofore arrogated in youthful training, we are not going to deny the importance of the study of Philology as a main element in a truly liberal culture. We would only place it where it belongs, as a study for the mature mind, and as coming in, as a preponderating element, *late* not early in a true order of studies: and, furthermore, we would advocate the study of a *true* and wide and liberal Philology in place of devotion to the pedantic minutiae of the mere verbal scholar. By all means let verbal scholarship exist but only for those few minds born with an aptitude for it — let not such specialties arrogate to themselves the name of education. True Philology, the enlarged and liberal study of the wonderful instrument of human thought and human emotion, can never be separated from that lofty field of mental exertion which embraces all the mind's investigations of its own nature and operations. To divorce it from that, or to make it the subject for the immature and half-formed intellects of children, is to spoil the study and ruin the mind of the student.

The practical result of the principles here laid down would be, not to banish the study of the ancient classics from our schools and colleges, but to relegate it to the class of specialties which are good in their own time and place, and for the minds constituted to draw nourishment from them, and to deprive it of all claim to be considered hereafter as the sole or principal instrument of a liberal education. I say the study of the *ancient classics*, not meaning thereby the study of *language*, which must always continue to be one of the most essential of all elements in a liberal culture, and an indispensable instrument for the development of the youthful mind. But it is a pure assumption on the part of the defenders of classical learning that because in mediæval times, before the birth of modern literature, the classics were the only instruments of linguistic culture, the case remains the same at the present day: and there is no more powerful agency at work at the present moment for

the perversion of our whole education-system, than the necessity imposed by the single rigid entrance-examination at our colleges, for all minds, whatever be their natural bent, to devote so many years of youth to the painful mastering of the technicalities of Greek and Latin grammar, and the reading of so many of the Greek and Latin writers. The very training in language is spoiled instead of promoted for large classes of minds, inasmuch as this study is only submitted to as the necessary price of admission, and abandoned for more congenial studies as soon as the object is attained; not, however, without meantime an irreparable injury being done by the enforced wasting of years of youth on studies which will never be made to bring fruit to maturity. How many men we see whose so-called "liberal education" was made to consist of a worthless smattering of the classics, when, rightly conducted, that liberal education might have been formed out of a really valuable training in science and the mother-tongue and other modern languages!

From these considerations we would draw the following conclusions:

1st. The study of the Greek and Roman classics can no longer lay an exclusive claim to be called *par excellence* a "Liberal Education." Granting—what no one is disposed to deny—that a course of study, in which they form the chief ingredient, can be made to be a liberal education, we maintain that it is no longer the sole, no longer even the best liberal education possible in these times and this nation; but, that a training in physical science and in modern languages, including the mother-tongue, begun at the period of childhood, and continued through the same number of years as the ordinary classical collegiate course, may be made to produce the same liberalizing effect upon the mind, may have an equal disciplinary value, and will result in a far more valuable education.

2d. The purpose of school and college education is not solely gymnastic and "disciplinary"; "and there is *no* course of study whose only value consists in the fact that it "disciplines" the mind, but does not necessarily convey useful knowledge. The mind is not a tool, which is merely to be ground and sharpened, during boyhood and youth, in preparation for use during manhood. *All*

studies are disciplinary, when rightly pursued, and no study is worth pursuing that is not valuable in itself, as well as for discipline. The "grindstone theory" of early education is therefore false.

3d. There is no one system of youthful training which is equally applicable to all youthful minds, and therefore no one system that can arrogate to itself the exclusive title of "liberal." The Creator has constituted minds to vary in gifts and capacities from their very birth; and it is the duty of educators to take note of these capacities from the very commencement of school training. A reform in college education, therefore, such as has been recently proposed, that would leave young men entirely free to choose their studies, *after* matriculating in the classics, at the end of the first college-year, would prove, in practice, a futile and half-way measure, because it would be found that more than half the minds subjected to such a course would, as now, be perverted and injured by the compulsory and unwilling study of the classics during the best years of boyhood, and that the freedom of choice came *too late*. That institution only deserves to be called a University which has as many doors of entrance as there are leading talents and capacities in the human mind; and that only is a safe and sound system of education that provides for and consults these capacities *from the beginning*.

4th. So far from its being desirable to draw a broad dividing line between education, *i. e.*, the education of school and college, and life, it should be the aim of all true educators to bring them into the closest possible union, and to provide first, that all school-teaching should have a direct bearing on the formation of the future man and the future citizen; and secondly, always to inculcate the principle that school and college education are the first steps of a life-long education, which, to be good, should be all consistent and all of one piece. To this end the studies of school and college should be regulated first by the aptitude and talents, and, in consequence, secondly by the future calling and life-occupation of the student: — not that his education may be narrowed and degraded by his calling, but that his calling may be elevated and ennobled by a suitable education. As we are not put into the

world to live unto ourselves, but to do the work that is appointed us, early education should be the apprenticeship to life.

5th. As studies may be roughly divided into "objective," or those concerned with the outward universe, and "subjective," or those concerned with the functions and operations of the human mind, and as neither great division can lay any exclusive claim to the title "liberal," it follows that an education composed in greater part of the study of the various branches of physical science, and having for its chief object the discovery of the great laws which govern the outward universe, and only in its smaller part consisting of the study of language and literature, and of the functions and operations of the mind, can lay as just a claim to the title "liberal" as a course of study in which the proportion of the ingredients is reversed. And that can in no sense be called a "liberal" system which forces upon minds of one order a course of study which is only suited to minds of the other.

6th. Although at the time of the revival of learning the exclusive study of Greek and Roman literature furnished the best and only instruments of linguistic training, the case remains no longer the same since the rise of modern languages and the birth of modern literatures. Just as through the rise of modern science a liberal education of a wholly different *kind* has become possible, so through the cultivation of modern languages the liberal education of the old kind should take a wholly different character, and linguistic training, even for its own followers, should become a wholly different thing. On the one hand the ancient classics must now be studied, not by the narrow methods of their first discoverers, and in ways which were appropriate when the chief object was to restore to light their fast decaying fragments, but as one only of the elements in that philosophical study of language in general which is characteristic of modern times. And, further, that training of the taste by the study of art and poetry which was once possible only through the literatures of Greece and Rome, must now enlarge its bounds to include the art and the noble literatures of modern times. So that even in the sphere to which they belong the Greek and Roman classics can no longer claim their ancient monopoly.

7th. As all education which claims the title "liberal" should aim, while it develops the strongest faculties most completely, at giving some development to all, so that liberal education, whose chief ingredient is the study of science, should not neglect the study of language, nor should the student of language overlook altogether the claims of science. And it should not be forgotten that in the pursuit of these various ends, there is established by the nature of the mind itself, a true *order* of studies which it behoves every educator to observe, and that order consists first, in the development of the observing faculties and the practical mastering of the mother-tongue; and only secondly, and at a considerable interval, and as the result of greater maturity of mind, the cultivation of the powers of reflection and abstraction. It follows as a practical consequence that the system which condemns boys to the study of the Greek and Latin Grammars, as the chief mental occupations of school-life, is in the highest degree preposterous and absurd, whatever may be their future destination.

8th. It follows from the changed relations of the classics to modern literature and modern life, that while some study of the Latin language is obligatory upon all liberal scholars, from the fact that it forms such an important element in the mother-tongue, and the further fact of its value as a vehicle for imparting a knowledge of general grammar, the study of Greek stands on a wholly different foundation. While no one can deny the beauty and copiousness of the language, or the imperishable treasures it contains, these form no claim to its any longer being considered a *necessary and essential* element in all liberal education. It must be transferred to the class of specialties with the Sanskrit and the languages and literatures of modern times, to be studied, not compulsorily by all, but voluntarily by those whose tastes lead them into, and whose natural gifts enable them to profit by such study. The study of Greek therefore should not, any more than the study of Persian, be made a necessary condition for admission to college.

9th. As objective, and not subjective, studies should form the chief ingredient in the early training of all children; and as, when thus trained, a large class of minds develop at an early age a

special aptitude for scientific and often none for linguistic studies, it should be the aim of all higher institutions of education to provide for this difference by permitting a choice of studies for *entrance-examination*. In nothing do our older institutions of learning show themselves so wholly behind the times as in the compulsory enforcement upon all candidates for admission of the study of Greek, and the utter ignoring, in their entrance-examination, of the very existence of physical science. The consequences are easy to be seen. Boys with minds apt for the study of science are crammed, against their wills, with hated grammars, to which they only submit through the terrors of examination, — while the most precious of all the periods of life for laying the foundations of scientific knowledge — the period of school life — is wholly lost.

ED.

THE HIGHER EDUCATION OF GIRLS.

[The following is part of a paper contributed to a recent volume of the British Social Science Transactions, by that thoughtful and sensible writer, Miss Emily Davies. We recommend her little book with a similar title* to the attention of our readers.]

What are girls worth when their education is finished? What are they good for? Are they in vigorous health of mind and body? What is there that they care about? How are their lives filled up? What have they to talk about? What do they read? I am speaking, let it be remembered, not of children, but of grown-up women. Does anybody care for their opinions on any but the most trivial matters? Have they a thought beyond the circle of petty cares? To all these questions favorable answers might be returned as regards many exceptional women. But if we look at the great mass, we shall find much to be ashamed of. On all sides there is evidence that, as regards intelligence and good sense, English women of the middle class are held in small esteem. "A woman's

* The Higher Education of Women, by Emily Davies. Alex. Strahan, London and New York; 12mo, pp. 191.

reason" means, in popular phrase, no reason at all. A man who lets it be known that he consults his wife, endangers his own reputation for sense. A habit of exaggeration, closely verging upon untruthfulness, is a recognized feminine characteristic. Newspaper writers, expressing the prevailing sentiment, assume towards women an indulgent air which is far from flattering, giving them credit for plenty of good intentions, but very little capacity; and the tone in which many ladies speak of the capabilities of women is still more depreciatory than that adopted by men. No doubt this is partly exaggerated and unjust. All classes, as such, are now and then maligned, and so long as women are unfortunately regarded as a class, they will come in for their share of ridicule. But without taking the current raillery too much *au sérieux*, it will be admitted that the popular estimate of a woman's mental worth is somewhat low.

This condition of mental weakness might not be looked upon as so very grave a misfortune, if it was made up for by bodily strength. We are learning more and more the importance of physical health to the life of a nation, and a training which should produce a thoroughly sound physique, even at the expense of feebleness of mind, would have much to recommend it. But women are not healthy. It is a rare thing to meet with a lady, of any age, who does not suffer from headaches, languor, hysteria, or some ailment showing a want of stamina. Shut out, in towns especially, from wholesome sources of excitement, they either resort to such as are unwholesome, or else fall into indolent habits, losing strength from want of exercise, and constantly requiring change of air and scene as a substitute for the healthy stimulus of regular exertion. Dulness is not healthy, and the lives of ladies are, it must be confessed, exceedingly dull. Men recall pictures of homely households in earlier times, and imagine that such things are, or might be, going on still. They forget the prosaic fact that the continually increasing use of all sorts of machinery for the supply of household wants, has completely altered the aspect of our domestic interiors. The rounded life of our grandmothers, full of interest and variety and usefulness, is a thing of the past. Some of us may look back upon it with regret, but it can never be recalled. How can women, liv-

ing in towns where they can buy almost every article in domestic use cheaper than they could make it, unless they reckon their time and eyesight as worth nothing at all, work with spirit at tasks which are obviously futile? It is not in human nature. It is not in women's nature, even, mysteriously inconsequent as that nature is believed to be. I may seem to be wandering from the point, but it will be seen, I hope, that if the old avocations, involving abundant exercise of all the faculties, are being taken away, it becomes necessary to supply their places by new interests and occupations. A hundred years ago, women might know little of history and geography, and nothing at all of any language but their own — they might be careless of what was going on in the outer world — ignorant of science and of art — but their minds were not therefore necessarily inactive. Circumstances provided a discipline which is now wholly wanting, and which needs to be supplied by wider and deeper cultivation. I will dwell upon this point because I am sure that busy people, and especially busy men, have a very faint and feeble conception of what dulness is. They overtax their own brains, and by way of compensation they have invented the doctrine of vicarious rest, according to which men are justified in wearing themselves out, so long as women can be kept in a state of wholesome rust. We hear a great deal of the disastrous effects which would follow if women were to abandon the habits of elegant leisure by which the balance is supposed to be redressed. The *otium sine dignitate* of drawing-rooms presents itself to men's minds in enviable contrast with the bustle and turmoil of an active career. They hearken what the inner spirit sings, "There is no joy but calm." And they think dulness is calm. If they had ever tried what it is to be a young lady, they would know better.

The system tells in different ways, according to the individual character. Some girls fret and pine under it; others, satisfying their souls with husks, are content to idle about from morning till night, acquiring, as has been already said, indolent and desultory habits, hard to break through when in later life the demand for steady methodical exertion comes upon them. Some take to works of charity, doing some harm, and no doubt also some good. Their usefulness is at any rate seriously lessened by the want of the

cultivated judgment to guide and control benevolent impulse. Some, I gladly admit, lead noble lives, filling their leisure with worthy pursuits, and in spite of difficulties, tracing out for themselves a useful and happy career.

It may seem to be entering upon somewhat low ground to speak of women's talk, but it may not be out of place, seeing that, as things are, it forms a chief part of their business. And what do ladies talk about at morning calls and evening parties? Children, servants, dress, and summer tours,—all very good subjects in themselves, but so treated, partly through sheer ignorance, that as the conversation advances, tedium grows, till at last all signs of intelligence disappear, and the weary countenances too faithfully reveal the vacancy within. Of literature, women of the middle class know next to nothing. I am not speaking of religious literature, which is extensively read by some women, and to which they owe much. I speak of general literature, and of ordinary women, whose reading is for the most part confined to novels, and of novels not the best. The catalogue of a bookseller's circulating library, in which second rate fiction largely preponderates, is a fair criterion of the range and the taste of middle-class lady readers. Newspapers are scarcely supposed to be read by women at all. When the *Times* is offered to a lady, the sheet containing the advertisements, and the births, deaths and marriages, is considerably selected.

This almost complete mental blankness being the ordinary condition of women, it is not to be wondered at that their opinions, when they happen to have any, are not much respected. In those cases, indeed, where natural sagacity is a sufficient guide, women often form just conclusions, but manifestly, wherever a knowledge of facts is required, they are always sure to be at fault, and very few questions of any importance can be decided without such knowledge. Of what is going on in the world, women know little, and care less. When political or social questions are forced upon their notice, they commonly judge them from some purely personal point of view. Right and wrong are elements which scarcely enter into the calculation.

Why should this unsatisfactory state of things be allowed to

continue? Why should not our English homes be animated by a spirit of truth and of sacrifice—pervaded by an atmosphere of light and warmth, in which all high thoughts and generous impulses should live and grow, all mean and selfish ends be, by common consent, disowned and utterly renounced? Why might not the family circle be a place where “example teacheth, company comforteth, emulation quickeneth”—our daily domestic intercourse, like iron sharpening iron, mutually kindling and stimulating to noble thoughts and deeds? What a change would then come over the whole aspect of our national life! What problems would be solved, what terrible enigmas disappear! How little need should we then have of philanthropic schemes for elevating the poor! How naturally would they share in all social reforms, how inevitably would they be refined and civilized by the insensible influence, — the best of all influences, — of the employing class, whose ideas, unconsciously communicated to their subordinates, gradually leaven all the classes below them! Masters and mistresses reveal in their every-day life in what their ideal of blessedness consists, and that ideal becomes, with some modifications, that of the humbler homes of working men and women. I say with modifications, because working men are, through their mutual association, subject to counteracting influences, and it is chiefly in so far as that of wives and mothers prevails over others scarcely less strong, that the ideas of the employing class penetrate and govern. That through this medium they do act, inconspicuously, but most powerfully, on the laboring class, will, probably, be admitted. It cannot, I am afraid, with truth be denied, that the principle, “Every man for himself,” — or, to say the least, every family and order for itself, — of which mistresses complain so loudly, when it is adopted by servants, but upon which they too commonly rule their own households, is, by their example, extended into circles far beyond the range of their direct and conscious influence. The want of hearty sympathy, not only between the classes which are divided by broad and easily recognized distinctions, but between those which are separated by lines so shadowy that, looked at from above or below, they are scarcely discernible, is one of the most serious impediments to social progress; and it is one which a better and more

widely diffused culture might do much to remove. Not, indeed, that the education of youth, even taking the word in its deepest sense, is to be regarded as the only, or even the chief, agency for the improvement of society; but it happens to be the point towards which attention is at this moment directed. We are taught to expect great things from a reform in secondary instruction, and this being so, it is surely reasonable to ask that such reforms as may be possible shall be on the widest basis, not omitting any really important section of society.

It will be understood, I hope, that those who make this appeal on behalf of girls are not proposing the introduction or the enforcement of any particular scheme of instruction. It may be, that the curriculum most commonly pursued, or, at least, professed, is as good as any that is likely to be devised, and that we only want better methods and more encouragement. On questions of detail, we are not in the least inclined to dogmatize. It would be rash indeed to fix upon any particular course of instruction as absolutely the best for girls, while as to that of boys, on which so much more thought has been bestowed, we are still in a state of confusion and bewilderment. There seems to be, as yet, no body of opinion formed out of the floating mass unanimous enough to be authoritative, and competent to pronounce upon what branches of study are in themselves most worthy, what are most useful as educational instruments, what proportion of time should be allotted to each, and the many other complicated questions which must be answered before a perfect scheme of education can be produced. When that happy discovery shall at last have been made, it will probably be found, also, that the same course is, in the main, the best for both boys and girls, the object being substantially the same, — that of awakening and strengthening and adorning the human spirit. That this great work should at least be well begun during the period allotted to secondary instruction is specially necessary in the case of women, because with this first stage their education ends. I do not mean, of course, that a girl necessarily lays aside all study on leaving school, any more than a man does on taking his degree; but that the end of the school-course is the same kind of educational terminus to a woman that graduation is

to a man. When a girl leaves school, her strictly professional studies assume a greater prominence. In using the word professional, I do not refer to any trade or business, but to the profession which absorbs the great majority of women, — that of marriage. For this calling, some technical preparation is required. The amount cannot be great, as, under existing social arrangements, a thorough acquaintance with needle-work and cookery — the very easiest of arts — includes, I believe, all the special knowledge required by the mistress of a household. But setting aside the question whether it is desirable that the merely professional training should begin so early, — “the second and finishing stage of a liberal education” being altogether omitted, — it seems obvious enough, that if regular, methodical instruction is to cease at the age of eighteen, it is the more imperative that the culture up to that period should be wide and deep and humane in the highest possible degree. A man has some chance of making up at the university the deficiencies of his school-training; or if he passes direct from school to business, there is a possibility that he may find in his daily work something of the mental and moral discipline that he needs. But a girl who leaves school unawakened is not likely to be roused from her lethargy by anything in her home life. The dissipation to which, in the absence of any spur to wholesome activity, so many girls give themselves up, completes the deadening process begun at school.

I have endeavored to set forth, very imperfectly, but, at least, without exaggeration, some of the reasons for devoting to this subject more attention than has hitherto been bestowed upon it. Once again I would venture to urge with the utmost insistence that this is not a “woman’s question.” Let me entreat thinking men to dismiss from their minds the belief that this is a thing with which they have no concern. They cannot help exerting a most serious influence upon it. Silence sometimes teaches more eloquently than words, and while they refrain from giving encouragement, their apparent indifference damps and chills. The matter is in their hands, whether they choose it or not. So long as they thrust it aside, it will not come before the mind of the nation as worthy of serious thought. The Scriptural maxim, “That the soul

be without knowledge is not good," will still be interpreted as applying to the souls of men only. We want to have the question settled. If the proposition, often enough vaguely affirmed, that the true greatness of a nation depends as much on its women as on its men, be anything more than a rhetorical flourish, let it be acted upon. Let it be accepted as a fact, if it be a fact; and if not, let it be contradicted and disproved, that in so far as education is worth anything at all, it is just as desirable for girls as it is for boys. We have little fear but that, when once the question gets its fair share of consideration, something, and probably the right thing, will be done.

GLEANINGS.

"PEOPLE WITH NOTHING IN THEM." — It is the usage to treat dullness and inability to appreciate great ideas as an unforgivable offence against which it is impossible to be too severe. Hence the wholesale contempt with which traditionally and in the mass a coxcomb is wont to regard women. Women, as a rule, are so badly educated, that they do not furnish to the world powerful reasoners or brilliant discoverers of truth or profound scholars. Therefore the conclusion runs they have nothing in them; — for the capacity of moral patience, the instinctive desire to do beneficent works, the diffusiveness of sympathy, all count for as good as nothing. And it is not only the coxcomb who falls into this supreme blunder. It is the tendency of even the ablest men to suppose that there is no side of character of much value but that in which they themselves are strongest. They know how blank and dismally empty their own lives would be if robbed of the exercises of thinking and reasoning and balancing, and hence they attribute a like blankness and barrenness to every other life in which they do not see the same faculties in constant and vigorous exercise. Just in the same way anybody who relishes the delights of books is apt to think the less studious mind must inevitably be wholly without savor. The truth is, that as innate shrewdness and mother wit in one case may compensate for lack of learning, so in the other, gentleness and delicacy and

depth of moral sympathy more than make up for the absence of intellectual acuteness. And even when only the blindest partiality could pretend to discover anything like this exquisite delicacy of perception and width of moral sympathy there may still be a fund of kindly grace and honest good-will. Is simple affectionateness of character no recommendation? Is it not a weightier quality and a larger social influence than any amount of second-rate cleverness? The broad course of public transactions is regulated, or ought to be, almost entirely by considerations that may not spring from, but are at least conformable to, the reasoning side of men. But the life of the family and the individual receives its choicest elements less from the intellectual than the moral side, and except in rare cases, from the moral side in its least grandiose aspect. Let the coxcomb or the man who insists on measuring everything by a narrow intellectual standard, and everybody by his intellectual height and grasp reflect how much is contributed to the stock of happiness by poor, kindly old ladies and warm-hearted, impulsive men, who never reasoned a thing out in their lives, and have no notion how things are reasoned out. Even feather-headed sisters and old gray mothers may be worth more to a family than the brilliant son who likes to deplore that they are not clever and learned, and have so little in them, and are so incapable of taking interest in intellectual topics. The absence of intellectual brilliancy is not so much felt in a life, when good offices and encouraging, sympathetic words, and graciousness and geniality can diffuse such a glow of tender light over existence. Men and women who have nothing in them but these excellent qualities are not so badly off, after all. It is the mark of a real high-mindedness to be able to tolerate intellectual common-place when it is accompanied by these minor virtues. A man of ordinary thinness of nature coated over by means of a more or less learned training, is simply revolted and angry with people who cannot argue and will not enter into all the new-fangled ideas of the hour. No amount of any other qualities will reconcile him to this mental defect. But the salt of character with those of richer nature or wiser culture is not thought to dwell only in intellectual power or intellectual attainments. — *London Saturday Review.*

ENGLAND VS. THE UNITED STATES. — So far from the population becoming unpatriotic, it is steeped in a content so lazy that the destruction of a few park palings by a mob is a phenomenon which absorbs the attention given in continental states to a battle, and the only internal question hotly disputed is whether there is, or is not, a desire for any change whatsoever. The North was just in that mood when the first shot was fired at Sumter, and within four years was acknowledged to be among the great powers of the earth, — perhaps the very greatest; compelled France, under a Bonaparte, to give up a cherished dream in the hour of its realization; and made England audibly sigh a regret that one of her greatest possessions should march with the frontier of the half-despised republic. Will the Pall-Mall Gazette affirm that the Union is weak? and what does the Union possess which England cannot afford? Literally nothing *except a population educated enough to be conscious of its powers.* — *London Spectator*, July 28.

CLASSICAL STUDIES. — There was a time when the Latin and Greek languages contained all the knowledge possessed by mankind; now other languages contain all that was ever to be communicated by them, together with that vast stock which has been accumulated since they ceased to be the languages of living beings. They have nothing in common with the business of the world as it is transacted now; they do not enter into men's thoughts; they do not form the topic of conversation in society; they are obsolete; they have no longer a habitation or a name except in some degree in literature, and they possess no power of developing the human faculties, which is not at least equalled by other branches of learning. As we have already said, there can be no reason why there should not be profound scholars as well as subtle special pleaders and learned theologians; but nothing can equal the absurdity of consuming more than three-quarters of the valuable time appropriated to education "in scraping together," as Milton expresses it, "so much miserable Greek and Latin" by persons to whom it is of no manner of use, to whose pursuits it bears no kind of relation, who after all acquire it so imperfectly as to derive no pleasure from the future cultivation of it, who invariably neglect it as soon as they are released from the authority of school, and in the lapse of a few years

allow every trace of it to be obliterated from the memory.— *Westminster Review*.

THE INDUCTIVE STUDY OF EDUCATIONAL QUESTIONS.— But I pass to the suggestion of another class of questions, the answers to which may possibly be susceptible of scientific and numerical verification. In both special and general education, we shall be forced to make a selection of pursuits, as even the narrowest special field of labor is far wider in its range of legitimately connected and preparatory studies than the reach of the most gifted human genius. On what principles should this selection be guided, and in what order should the selected topics be brought before the pupil, and in what mode presented to him? These are to me I confess the most intensely interesting problems of the whole, and I have labored upon them myself with more zeal than upon the others. I think that we might easily devise a series of inquiries which could give us a numerical verification of our theories concerning these points. For example, when a choice of text-books used in preparing for admission to college is allowed, the relative proficiency after entrance of those who were prepared on one or the other book might be noted. I have myself compared the effects of rival books on three different subjects, with satisfactory results. Even in one and the same school numerical results of this kind might be obtained. Thus I have tested two modes of teaching the spelling of the English language by subjecting classes taught in the two ways to a written examination on the same lists of words promiscuously chosen, and noting the difference in the percentage of errors. Even popular testimony may be received cautiously as an element of judgment. The inhabitants of the city of Oswego will soon be able to say definitely whether anything is gained or anything lost by the system of object teaching there used. In Waltham, after I had been for several years substituting geometry for part of the arithmetic, and Chase's briefer and more elegant for Greenleaf's prolix and clumsy arithmetic, I was not displeased to have the storekeepers of that town tell me that the boys who graduated at our High School knew more than twice as much of arithmetic and of keeping accounts as they formerly did, although they spent less than half the time upon it, and in the other half learned a great deal else that was equally valuable. These

questions concerning the true selection and true order of studies in public education are manifestly of public interest. Not less really so are the same questions as applied to special education for the various pursuits of life. A man of high social position once expressed to me his contempt of the questions of education in the primary school. Of what consequence is it, said he, what babies are doing? Ah! it was a hasty, inconsiderate question. The interests of the whole race are bound together in one, and it as *really* concerns me to have a method discovered by which shoemakers' apprentices at Lynn shall be most rapidly converted into skilful workmen as it does to have the course of studies and instruction at the university made the best possible,—as *really* though not as *nearly*. The less time occupied in learning, (provided the end of the teaching is attained, and the pupil grows to his full stature in knowledge and wisdom,) the more time left for practising, for doing the work of life, for serving men, and it is in the mutual serving of each other that our highest social life and highest social happiness consists.— *President Hill.*

LUTHER ON THE HALF-TIME SYSTEM.—“I ask no more than this, namely, that boys shall attend upon such schools as I have in view an hour or two a day, and none the less spending their time at home, or in learning some trade, or in doing what you will. Thus both these matters will be cared for together.”

CARLYLE ON NATURAL HISTORY.—The *Edinburgh Courant* has the following: “Our townsman Mr. Adam White, for many years in the natural history department of the British Museum, proposes to introduce the teaching of natural history into boarding schools and private families. On his project, and on the general introduction of that delightful science into the curriculum of ordinary education, Mr. White has been favored by Mr. Thomas Carlyle with a characteristic letter, from which the following is an extract: ‘For many years it has been one of my constant regrets, that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me, with a salutation which I cannot answer, as things are!

Why didn't somebody teach me the constellations, too, and make me at home in the starry heavens, which are always overhead, and which I don't half know to this day? I love to prophesy that there will come a time, when not in Edinburgh only, but in all Scottish and European towns and villages, the schoolmaster will be strictly required to possess these two capabilities, (neither Greek nor Latin more strict!) and that no ingenuous little denizen of this universe be thenceforward debarred from his right of liberty in those two departments, and doomed to look on them as if across grated fences all his life! For the rest I cannot doubt but, one way or other, you will, by and by, make your valuable indubitable gift available in Edinburgh, either to the young or older, on such conditions as there are, and I much recommend a zealous and judicious persistence till you do succeed.' "

STUDY. — I have nearly read through Latham on the "English Language," a tough book; and also his "English Grammar." I have begun them again, in the way of slow and patient study. Once master of the subject, I shall be able to teach it. The great mistake in teaching is to suppose that, in order to teach elements, only rudimentary knowledge is required. I believe the foundation must have been *approfondi*; not that such teaching need be deep, but it must rest on depths. Results are for production, and the public; but it may cost years to get the freedom of stroke which passes for an off-hand inspiration of the moment; and long familiarity with a subject is the only condition on which facility of expression, abundance of illustration, and power of connecting the smallest parts with principles and with the whole, can be obtained. —
F. W. Robertson.

Editor's Department.

ENGLISH HIGHER EDUCATION.

There is a rising in England at present, says the *New York Nation*, against the "intellectual aristocracy." The "territorial aristocracy" has been tolerably well cowed, and keeps silent at most stirring crises; but the intellectual aristocracy—such as Kingsley, Arnold, Carlyle, Lowe, and Ruskin—and the Saturday Reviewers are breathing out a scorn for the "lower classes," both black and white, such as the great lords hardly ever ventured to display even in their palmiest days. The result is a sort of reaction against high cultivation, and Professor Newman writes to the papers expressing the growing popular dislike to the idea of according more political weight by representation to the "educated," as educated. The immediate cause of this uproar is the speeches and letters of Carlyle, Kingsley & Co. upon the Eyre question.

There is nothing sillier than Mr. Kingsley's speech at the Eyre banquet at Southampton; Ruskin's utterances on the Eyre case are so characteristically absurd that nobody can feel angry with him, and Carlyle was, as usual now, gloriously and mystically brutal. But people say, and with good reason, if this is the kind of politician that much cultivation makes, let us pray Heaven against its spreading. The invocation seems hardly necessary.

Prof. Newman says: "The patronage of Mr. Eyre (the governor who authorized the recent brutal massacres in Jamaica) by these three gentlemen (Ruskin, Carlyle and Kingsley) is a useful indication how little *high education* has to do with capacity for forming a sound judgment on public events. Inability to read (and indeed want of time to read) is no doubt an immense disqualification; but literary ability, scholastic knowledge, refinement of mind and other high accomplishments clearly have nothing whatever to do with soundness of political judgment.

"The sympathy of the vast majority of the aristocracy and of the London press with the cause of the American slave-owners is the final decisive proof that the most highly educated part of this country has no paramount love of morality, of humanity, or of law. One who knows what was the course of Mr. Thos. Carlyle and Mr. Charles Kingsley in those events will not wonder that they now sympathize with Ex-Gov. Eyre. Mr. Ruskin, I believe, did not so disgrace himself. The appalling fact is that those who regard devotion to morality and justice, and the subjection of office-bearers to the universal law as of the first and most sacred importance, can no longer, without puerile credulity, expect such devotion from the most polished part of English society."

For "high education" let us read "high English education," or "high *miseducation*;" for it is surely no tendency of true education to turn literary men into flunkys of a worthless aristocracy like Kingsley, or to create that brutal

contempt for human rights which characterizes Carlyle. But it is a lesson that we may well take to heart in moulding our own higher education, and it is a lesson which is not without its parallel among ourselves. Some of the worst of our Copperheads may be found among our most highly (mis) educated men.

THE MEETING.

Whatever doubts were entertained as to the possibility of a repetition of last year's success in regard to the meeting of the State Association have been dispelled by the still greater success of the meeting which closed its sessions on Saturday the 13th. In point of members, and in the character of the exercises, it was more than on a par with the great gathering of last year. We believe it is the beginning of a long succession of such gatherings, and that henceforth, as our country settles down to works of peace, and the air becomes clear after the terrible storm of war;—after the wreck and rubbish of half-way friends and treacherous betrayers of freedom shall have been wholly cleared away, and the mind of the nation is left free to turn itself to those questions which relate to the safety and true welfare of its institutions, the question of popular education will take a higher place in men's esteem than it ever yet has done. It will be seen that the proportions of the subject are but half developed, and that in magnitude and importance it yields to none that can occupy the minds of a free people.

The interest shown by the public in all educational questions is a symptom of this change. Twenty-five hundred people cannot be gathered together to discuss any subject it may please any man or body of men to propound; nor will twenty-five hundred people of any particular calling or profession be willing to spend their time in discussing subjects connected with that profession, unless there is a great deal of life, and a strong desire for improvement among them. Whether we view it as a symptom of increased interest among teachers themselves, or an evidence of the interest of the public in the subject, we cannot but congratulate our friends on the great success of their meeting.

And in this connection we are bound to return our thanks for the resolutions of approval in regard to ourselves and our management of *The Teacher*. We do return our sincere thanks for them. It must always be an experiment to undertake the conduct of a representative magazine. On the one hand there is the danger that over timidity and fear of giving offence may lead an editor, placed in such circumstances, to produce a colorless and spiritless work, destitute of all life and character; and, on the other, there is equal danger that by yielding too much to the bias and peculiarities of his own mind, he may produce a work that does not fairly represent the body in whose behalf he is laboring.

We have preferred to encounter the latter rather than the former risk, and have judged that our friends would prefer that *The Teacher* should assume something of our own character rather than that it should have no character at all.

At the same time we have endeavored to guard against a too free yielding to our own peculiar biases, and to give, both in the selection of materials and the mode of treating them, as great a variety to the magazine as our limited power and limited time allowed. We need not say how much we are gratified that our course has met with such hearty approval.

At the same time we are conscious that *The Teacher* is far from what it ought to be, and from what we hope it will become. We have learned something from a year's editorial experience, and we hope we shall give evidence of it in still further improvement of *The Teacher*. On the part of our friends, we hope to see improvement in a much increased subscription-list; and this we ask, not at all for our own sake, but as enabling us to make further improvements in the magazine itself. We should like to add to the number of pages of each issue, and shall do so if new subscriptions shall warrant it. Especially do we desire, without curtailing the general and miscellaneous portions of the magazine, to add a special department of *practical teaching*, in which lessons shall be printed such as teachers in schools, sometimes of one grade, sometimes of another, can use in their class-rooms. Much valuable help, we think, can thus be given, and much can be done to enliven the routine of ordinary text-book teaching. We have already accumulated valuable material for this department—we ask our friends to enable us to use it.

No magazine like ours can be so conducted as to please everybody, or be managed without dealing with subjects upon which there are wide differences of opinion. We shall in all cases try to give the results of unprejudiced examination and the fruit of real convictions. The pages of our journal shall always be open to fair discussion. We are far from infallible ourselves, and we are not aware of having any contributors who claim infallibility. At the same time we never mean to hesitate to express distinct opinions on all subjects, where the good of the cause of education requires it; and in cases where pecuniary interests of any kind are involved, we should not be worthy of our place if our readers could not rely on our entire impartiality.

With many thanks then for the hearty support given us the past year, we accept the offer made us to continue the conductor of the little journal for another. Nothing but the deep interest we take in the subject, and the real pleasure the task has given us, would induce us to add it to our other labors. We can only call upon all our friends to help us make the journal worthy of the cause and of the association it represents.

TWENTY-SECOND ANNUAL MEETING OF THE STATE TEACHERS' ASSOCIATION.

[We have abridged the excellent report of the meeting of the Association which we find in the *Boston Journal*. We hope to lay several of the papers in full before our readers in succeeding numbers.]

The twenty-second annual meeting of the Massachusetts State Teachers' Association commenced in Tremont Temple at three o'clock in the afternoon of

the 11th of October. At an early hour the hall and galleries were well crowded with teachers, mostly ladies, who had come from all parts of the State to attend this meeting and prepare themselves for the duties of the coming winter.

At a quarter before three the Association was called to order by Mr. JOHN D. PHILBRICK, President. Prayer was offered by Rev. Mr. WATERSTON of this city.

The journal of the proceedings of last year having been printed, the reading of it was dispensed with.

Alderman GAFFIELD of Boston was then introduced, who paid a high tribute to the ability and public services of Mr. PHILBRICK in the cause of education. He then, in accordance with a recent vote of the Mayor and Common Council, welcomed the audience to the public hospitalities of the city. After giving in detail the exercises of this convention, he went on to state that this was peculiarly an age of conventions, and favorably compared these teachers' meetings with others of a political and social nature which were everywhere taking place. In conclusion, he extended to the teachers a cordial welcome.

Mr. PHILBRICK then introduced Mr. LORING LOTHROP, who addressed the meeting in behalf of the Boston School Committee.

Mr. PHILBRICK then addressed the officers of the city schools, and thanked them cordially for the invitation extended. Last year the experiment was commenced of meeting in this time of the year, and the responsibility of the movement fell greatly upon himself. The School Committee of Boston sustained him, and so did the Mayor. This year the experiment has been repeated with great success, and the City of Boston has been true to herself in patronizing the cause of education. It had been the custom for several years past for the presiding officer to deliver a lengthy address, but this year he should vary from this custom, owing to the lateness of the hour, and he sat down without making any extended remarks.

A lesson in Vocal Gymnastics, by Prof. L. B. MONROE, with a class of young ladies from the junior class of the Girls' High and Normal School, was next in order, in which they were exercised in the motions of the arms, the breathings and inspirations, which elicited great applause, and was followed by some illustrations in reading and declamation. These exercises were very interesting, and showed very careful training on the part of Prof. Monroe, who, in answer to a call from the audience, made some statements respecting his method of teaching vocal gymnastics.

Mr. JAMESON of Boston moved that a committee of one from each county be appointed to nominate officers for the ensuing year. Mr. Philbrick's name was suggested for President, but he declined. The motion was then carried, and a committee raised.

Mr. CLAFLIN's paper on Declamation in Schools was postponed, and a paper on Primary Schools, by Miss FRANCES H. TURNER of East Boston, was read.

At the close of the paper, Mr. GREENE of Worcester asked if any arrangement could be made by which those engaged in primary schools could hold meetings by themselves, separate from those engaged in classical and normal schools, and

on receiving a negative answer, a committee was appointed to procure the Meionaon in which to hold a second meeting, the present hall being too small for the audience.

The audience then adjourned till evening. The hall was filled to the utmost capacity, and several ushers had to be appointed to procure seats for the ladies.

PROMENADE CONCERT IN THE EVENING.

In the evening, a soirée and promenade concert was given by the City to the teachers in honor of the Association, and at the appointed hour of half past seven Music Hall was densely packed from the floor to the galleries. On the stage was seated the orchestra, under the charge of Mr. Carl Zerrahn, conductor, and the pupils of the Girls' High and Normal Schools. The second part of the programme consisted of selections for the Great Organ. Mr. George E. Whiting officiated as organist, and hundreds of the teachers, for the first time, had an opportunity of listening to that noble instrument. The whole affair was highly creditable to the Committee of Public Instruction, as well as to the officers of the Association, and was an occasion of pleasant social intercourse to the teachers which will be long remembered.

SECOND DAY — MORNING SESSION.

The Convention assembled at 9 o'clock, Mr. JOHN D. PHILBRICK, President of the Association, in the chair. The attendance was nearly the same as the day before, the area and galleries being crowded to their fullest capacities.

The exercises were opened with prayer by Rev. Dr. RANDOLPH, of the Harvard Street Church in this city.

Mr. PUTNAM presented a resolution which gives the thanks of the Association to Professor W. P. Atkinson for his efforts to advance the worth and influence of *The Massachusetts Teacher*, and requesting the Board of Directors to secure a continuance of his services.

At this point the Company from the Latin and High Schools of this city, forty in number, under the charge of Capt. Hobart Moore, entered the hall, and the further consideration of the resolutions was postponed until the termination of their drill. They marched upon the platform and went through the manual of arms and other evolutions with correctness and skill, which excited the admiration of all present. Their loading and firing, and other evolutions by the tap of the drum, without the word of command for the different movements, were particularly noticeable and excited applause.

At the conclusion of these exercises the resolution offered by Mr. Putnam was taken up, and in that connection the Chair presented a letter from Prof. Atkinson, in which he advocates a more thorough preparation for the office of teacher, the necessity of teachers keeping up with the times, and of having an organ of their own, and calling upon them to increase the circulation of *The Teacher*.

After remarks by various persons, the resolution was unanimously adopted.

Messrs. Sherwin and Cushing of Boston, and Daniels of Brookline were appointed a committee on military drill, to report at the next annual gathering of the Association.

Messrs. Chase, of Lowell, Jones, of Roxbury, and Mansfield, of Cambridge, were appointed a committee on "Teachers and teachers' places."

Mr. DANIEL B. HAGAR, Principal of the State Normal School for girls, at Salem, read an interesting paper upon the subject "To what extent shall school lessons be memorized?"

Rev. B. G. NORTHROP, of Saxonville, introduced the following resolution, which was unanimously adopted:

Resolved, That the teachers of Massachusetts cordially recognize and most gratefully appreciate the munificent and more than princely donations of GEORGE PEABODY, Esq., of London, so wisely bestowed, for the establishment and support of libraries and courses of lectures, the endowment of institutions of learning, and the general diffusion of knowledge.

The Treasurer, Mr. JAMES A. PAGE, of this city, reported the present financial condition of the Association as follows: Total amount received, \$3,773.99; total disbursements, \$2,076.75; balance on hand, \$1,107.34. Outstanding bills will reduce the amount to \$607.34.

A proposition of Mr. J. A. WHIPPLE to photograph the Association before the termination of their session was accepted.

Mr. J. F. CLAFLIN, of Worcester, then addressed the Association upon the subject of "Rhetorical Exercises in School, with especial reference to Declamation," and was followed on the same subject by Mr. MOSES T. BROWN, Professor of Elocution in Tufts College.

Adjourned until half-past two o'clock.

After the adjournment of the Convention a large portion of the members proceeded to the Common, where a battalion review and drill of the military organization of the Latin and High Schools of the city took place. They turned out to the number of about two hundred, accompanied by Gilmore's full Band, and commanded by Col. Francis Welch. Being formed in line about half-past twelve o'clock they were reviewed by Gen. A. B. Underwood, accompanied by Hon. Henry Wilson, Mr. John D. Philbrick, Dr. N. B. Shurtleff, and others. The line then broke into column of companies and passed in review before the party, afterward going through the various evolutions of infantry drill in field movements, and in the manual of arms. A large crowd witnessed the display, which reflected great credit upon the proficiency of the "boys' battalion" in military education.

AFTERNOON SESSION.

The Convention came together at half-past two o'clock, the President, in the chair. The Auditing Committee reported that they had examined the accounts of the Treasurer and found them correct.

Mr. PERKINS, of this city, then addressed the Convention, by invitation, upon the subject of Right Methods in the Study of the Classics.

Hon. JOSEPH WHITE, Secretary of the State Board of Education, made an announcement from Prof. Agassiz to the teachers, that he should resume his lectures at his Museum in Cambridge, to which they had free access, next Wednesday, at three o'clock, P. M., and continue the following Saturdays at ten

o'clock, A. M., and Wednesdays at three o'clock, P. M., upon the subject of Geology.

Illustrations of teaching vocal music in primary and grammar schools were then given by Mr. L. W. MASON, of this city, with a class of about fifty little boys and girls from the Webb Primary School, Chapman District. The children sang a number of songs in excellent style, and then, under the direction of Miss Carrie A. Littlefield, went through a variety of exercises, which were very creditable to themselves and teachers. They explained, in response to questions, miscellaneous musical characters on the blackboard, and went through exercises in reading music from charts. The exercises of these little ones were frequently applauded.

Upon their retiring, another class of about the same number of girls of a larger growth, with ages varying little from ten years, from the lower classes of the Hancock School, came upon the platform and went through various exercises, sounding the different notes of the scale preparatory to two and three part singing; singing the duo "The Setting Sun," and the trio "The Evening Song," in excellent time and harmony. They afterward went through exercises in the triads of the major scale, the basis of training children in the harmonic relations of sounds, closing their performances with Boildieu's three part song, "Oh Come ye into the Summer Woods."

The President read an invitation from Prof. WM. P. ATKINSON, Secretary of the Faculty of the Institute of Technology, to the association, to pay a visit to their new building during their stay in the city.

MR. ELBRIDGE SMITH, of Dorchester, then read a paper on "The Relations of High Schools to Colleges."

At the conclusion of the reading of this paper, the Convention adjourned until the evening session.

EVENING SESSION.

The exercises of the evening session were opened with singing by a large number of the pupils of the grammar schools of the city, occupying the whole of the platform, under the direction of Mr. J. B. SHARLAND. The vocal performances commenced with the grand chorus (in parts) of "Over the Billow," by the whole choir. A duet, afterward sung by Miss Hill and Miss Danforth, elicited warm commendation. An alto solo, "He was Despised and Rejected," by Master Wilson, called forth profuse applause, which brought back the young vocalist in another fine song. Master J. F. Sayer, Jr., sang the soprano solo, "Thou Art so Near," in a style that brought him again before the audience and called forth warm applause. The choruses, "The Joys of Spring," and "A Wish for the Mountains," by the whole choir, showed their musical training and proficiency.

Rev. Dr. MINER then addressed the audience.

At the conclusion of his address, chant exercises, as conducted in the grammar schools of the city, were performed by the choir. The trio, duo, and semi-chorus, "The Herdsman's Home," sung by Miss Hatch, Miss Parmenter, and Miss Knapp, and "Wandering in May Time," by Miss Baker and Miss Soule,

were listened to with the greatest interest and warmly applauded. The "Hollandish National Hymn," and the parting song (in three parts), closed the exercises of the evening, the Association adjourning to re-assemble the next morning at nine o'clock.

THIRD DAY.

The Association convened in closing session at 9 o'clock this morning, the President in the chair. The attendance was nearly as large as the previous day.

The exercises were opened with prayer by Rev. Dr. Walker, of the Bowdoin, Square Church.

The chair announced an invitation to the Association, from the officers of the Boston Society of Natural History, to visit their Museum on Berkley street, any time between 10 o'clock A. M. and 5 o'clock P. M.

The following officers of the Association were then chosen for the ensuing year:

President — C. C. Chase of Lowell.

Vice-Presidents — A. A. Miner, Boston; Lucius A. Wheelock, Boston; E. A. Hubbard, Springfield; Chas. Hutchins, Boston; Granville B. Putnam, Boston; Birdsey G. Northrop, Saxonville; J. W. Dickinson, Westfield; Charles Hill, Newton; Daniel B. Wheeler, Cambridge; Albert G. Boyden, Bridgewater; Albert Tolman, Lanesboro'; Harris R. Green, Worcester; H. F. Harrington, New Bedford; Abner J. Phipps, Lowell.

Recording Secretary — McLaurin F. Cooke, Boston.

Corresponding Secretary — R. C. Metcalf, Boston.

Treasurer — James A. Page, Boston.

Councillors — Charles Hammond, Monson; D. B. Hagar, Salem; J. D. Philbrick, Boston; John Kneeland, Roxbury; Henry C. Hardon, Boston; Josiah A. Stearns, Boston; John Jameson, Boston; M. C. Stebbins, Springfield; Wm. E. Sheldon, Boston; C. Goodwin Clark, Boston; A. K. Slade, Fall River; G. T. Littlefield, Somerville.

A class of about forty boys, with ages varying little from twelve years, from the Eliot Grammar School in this city, marched upon the platform and went through the evolutions of Lewis' system of gymnastics in a most creditable manner, which elicited warm applause.

After their departure from the hall, the chair announced that he was gratified to see on the stand the originator of the Massachusetts State Teachers' Association, Mr. D. P. Gallup of Lowell, and proposed three cheers for him, which were given.

Mr. D. B. HAGAR of Salem, on the Committee upon an amendment of the Constitution, which will change it so as to admit female teachers to membership, reported favorably, recommending that such change be made.

A humorous discussion arose in regard to a different amount for initiation fee for ladies from that now fixed.

Mr. BRADBURY of Cambridge, wished to move that the admittance fee for ladies be fixed at one-third that of gentlemen on account of the smaller salaries which they received.

The subject was finally decided to be out of order for the present, and the amendment proposed by the committee was unanimously adopted, and an opportunity immediately afforded the ladies to sign the constitution and become members, which was taken by a large number.

It was then ordered that the paper read by Mr. D. B. Hagar of Salem, on Friday, upon the subject of "The proper limits of memorizing in teaching," be printed for circulation in the Association.

Mr. FISHER, President of the Board of Education in Cincinnati, Ohio, was introduced to the Association and addressed it briefly, claiming that Cincinnati paid a larger salary to its female teachers than any other city in the Union.

He was followed by Mr. J. W. BUCKLEY, Superintendent of Public Schools in Brooklyn, N. Y., who assisted, twenty years ago, in the formation of the Massachusetts Teachers' Association.

Mr. WILLIAM R. DIMMOCK, of the Latin School in this city, then read a paper upon "The study of the classic languages."

At the conclusion of the reading of this paper it was unanimously ordered that it be printed for circulation through the Association.

Mr. L. W. RUSSELL of Watertown, then read an interesting paper upon "Teaching composition in schools."

At their conclusion the Treasurer announced that nearly a sufficient number of ladies had already signed the constitution, and thus become members of the Association, to outnumber the male members.

A series of resolutions was then presented which gives the thanks of the Association to both branches of the city government for their kindness, cordial welcome, and the manner in which they had provided for the sessions of the Association; to the Superintendent and Committee of the schools in the city for their warm interest; to the Faculty of the Institute of Technology and the officers of the Natural History Society for their invitations; to the hotels and railroads for the reduction of their prices; to the teachers who had furnished them with addresses; to the scholars of the public schools, for their exhibitions; to the officers of the Association for their faithfulness, and the *Press* for their support. The resolutions further request that the Legislature be memorialized to make the days of the sessions of the Association holidays for all the schools in the State. They also give the thanks of the Association to the School Committees throughout the State who closed their schools this year, during the session.

A resolution fixing Boston as the place and the middle of October as the time for holding the annual meetings of the Association gave rise to considerable discussion, and was finally stricken out, and the whole resolutions were then adopted.

The following Committee was appointed to memorialize the Legislature: C. C. Chase, J. A. Stearns, H. F. Harrington, D. B. Hagar, A. J. Phipps.

The newly elected President of the Association, Mr. C. C. CHASE of Lowell, was then introduced and briefly addressed the Convention.

Mr. PHILBRICK, on retiring from the office of President, which he has so effi-

ciently and acceptably filled, returned his thanks to the Association for their courtesy toward him while in office.

The Convention then finally adjourned, a large portion of the members repairing to the steps of the State House, where they were photographed as an Association by Mr. Whipple.

We have received a prospectus of a new educational journal from a State not yet provided with such an organ, — our sister State of Maine. It is to be published at Farmington, and edited by the Principal of the State Normal School, recently established there. We wish our friend Gage all success in his labors, but may we not be allowed to enter a protest against his title? We cannot yet find in the dictionary any such noun as normal, meaning either a periodical or a teacher. Nor can we imagine either of them as "a straight line perpendicular to the tangent of *any* curve." We hope, to be sure, that their walk will be always in the straight and narrow path, and that their principles will not be oblique, but perpendicular, — but would it not be better to call the magazine the *Normal Teacher*? We leave the question for our Maine friends' consideration.

We ask the attention of our readers to the programme of our friend Professor Bôcher's Course of French Lectures and Readings. The terms are low, and one course is expressly intended for teachers. His programme may be found at the office of *The Teacher*.

BOOK NOTICES.

THE AMERICAN UNION SPEAKER, by John D. Philbrick, Superintendent of the Public Schools of Boston. Boston: Taggard & Thompson, 1865, 12mo, pp. 588. THE PRIMARY UNION SPEAKER, by the same author. Boston: Taggard and Thompson, 1866, 16mo, pp. 159.

Mr. Philbrick's two volumes of selections have been made with good judgment and conscientious care, and are distinguished beyond almost any others by the fact that they are fully up with the times, that the compiler has ventured to take many of his best pieces from living authors who breathe the spirit of to-day and deal with subjects interesting at this hour. We have extracts from the speeches of Charles Sumner and Wendell Phillips, of Gov. Andrew, and Gen. Butler, and Senator Wilson, and Richard H. Dana, and Horace Mann, — along with other recent names from which the author perhaps found it more difficult to make a suitable selection, — side by side with standard passages from Webster and Burke and Chatham: and poems from Whittier and Bryant and Lowell and Holmes, along with those from Scott and Campbell, without which a Speaker could hardly be a Speaker. Our author has even ventured to anticipate the verdict of posterity, when the bitterness of sectarian jealousy shall be at an end, and to

insert noble and beautiful words respecting the Bible, from the pen of one whom New England is beginning to honor as one of her truly great men, Theodore Parker.

We know of no books of the kind that contain so much true life as these. The eloquent prose all tends to nourish a love of freedom and of truth; the poems are selected with a very just notion of the taste of school-boys for what is lively and vigorous. We know of no books better calculated to be popular with school-boys or whose influence would tend more strongly to inspire just and noble sentiments. They are in striking contrast to a rather notorious series, not much used, we are happy to say, in New England, which, if report speaks true, were carefully constructed to give no offence in *Southern* latitudes.

O NOVO GUIA da CONVERSAZAO EN PORTUGUEZ E INGLEZ, par José da Fonseca e Pedro Carolino. Paris: Ailland Monlon e Ca. 1855. The New Guide of the conversation in Portuguese and English. Paris: Ailland Monlon & Co. Booksellers to their Majesties the Emperor of Brazil and the King of Portugal.

If complaint should be made that we are late in noticing this invaluable assistant in learning that too-much-neglected tongue, the Portuguese, we can only plead that till very recently, though we had heard much of the fame of the work, it had never been our fortune to set eyes on it. It lies now, we assure our readers, upon our desk, and we hasten to give them some idea of the boon which Don José da Fonseca and his friend have bestowed upon the world.

It would be in vain for us to impart the plan of the work in terms half so graphic as are contained in the preface: "A choice of *familiar dialogues* clean of gallicisms and despoiled phrases it was missing yet to studious portuguese and brazilian youth and also to persons of other nations who wish to know the portuguese language, we sought all we may do to correct that want composing and divising the present little work in two parts. The first includes a greatest vocabulary proper names by alphabetical order: and the second fourty-three Dialogues adapted to the usual precisions of the life. For that reason we did put with a scrupulous exactness a great variety own expressions to english and portuguese idioms: without to attach us selves (as make some others) almost at a literal translation; translation what only will be for to accustom the portuguese pupils or—foreign to speak very bad any of the mentioned idiotisms. . . . We expect then who the little book (for the care what we wrote him and for her typographical correction) that may be worth the acceptance of the studious persons and especialy of the Youth at which we dedicate him particularly."

This, to use an "idiotism" which we recommend to the ingenious authors for their next edition is "as clear as mud." Our space will only allow us to give one dialogue and one story. We only hope the Portuguese is half as rich as the English.

"Dialogue 18. For to ride a horse. Here is a horse who have a bad looks. Give mi another i will not that. He not sall know to march, he is pury, he is foundered. Dont you are ashamed to give me a jade as like? he is undshoed he is with nails up: it want to lead to the farrier. He go limp he is disable he is blind. That saddle shall hurt me. The stirrups are too long very shorts.

"Your pistols are its loads?"

"No: I forgot to buy gun-powder and balls. Let us prick. Go us more fast never i was seen a so much bad beast; she will not nor to bring forward nor to put back.

"Strek him the bridle hold him the reins shorters. Pique strongly make to marsh him.

"I have pricked him enough but I cant make march him.

"Go down i shall make march.

"Take care that he not give you a foot kick's."

From among the stories we select that touching one of the two friends: "Two friends who from long they not were seen meet one's selves for hazard "How do is thou? told one of the two.—No very well told the other and i am married from that i saw thee" "Good news!" "Not quit because i had married with a bad woman"—"So much worse!"—"Not to much great deal worse; because her dower was from two thousand louis"—"Well, that comfort."—"Not absolutely; why i had employed this sum for to buy some muttons which are all deads of the rot."—"That is indeed very sorry."—"Not so sorry because the selling of hers hide have bring me above the price of the muttons."—"So you are then indemnified"—"Not quit because my house where I was deposed my money finish to be consumed by the flames."—"Oh! here is a great misfortune!" "Not so great nor i neither because my wife and my house are burned together."

A striking story! We think no more unique volume ever proceeded from the Paris press. But lest our readers should all rush immediately into the study of the Portuguese, in order to avail themselves of its assistance, we are sorry to be obliged to inform them that, as might be expected, the work had an *immense success*, and is already become scarce, doubtless to the great satisfaction of the worthy authors, and the reward of their learned philological labors.

MARTYRIA: or, Andersonville Prison. By Augustus C. Hamlin, late Medical Inspector U. S. Army, Royal Antiquarian, etc. Illustrated by the author. Boston. Lee & Shepard, 12mo, pp. 254.

Another version of the terrible story of Andersonville. It is a painful task to read such books, and yet it may be a wholesome and necessary one, for it is the fiends in human shape who committed these atrocities, — atrocities which cannot be paralleled in the history of civilized, if indeed they can be in that of savage, warfare, — it is fiends like these that the brutal and treacherous man who now accidentally disgraces the presidential chair is laboring to restore to place and power.

The book is finely printed, and contains seventeen wood-cuts illustrative of the horrible slaughter-pen.

AIDS TO SCHOOL DISCIPLINE. Schermerhorn & Co., New York. A box containing "100 certificates, 150 checks, 250 cards, and 100 single merits and half merits," a sort of currency, each different kind of card having ten, twenty, or a hundred times the value of the other. They are prettily printed in red, white, and blue, and are intended "to secure the results of school records, weekly

and monthly reports, and stated prizes, with a great economy of time and labor." We should think they would be very convenient for teachers who make use of such methods in the discipline of their schools.

DRAWING FROM OBJECTS. A manual for the Teachers and Pupils of Common Schools. By John Goodison, Instructor in Drawing and Geography in the Michigan State Normal School. New York. Ivison, Phinney, Blake-man & Co. Small 4to, pp. 54.

This is a cheap little guide for the acquirement of the only kind of skill in drawing that is of any value, drawing from real objects. "The lessons are almost literal reproductions of those given to the author's classes for the past seven years," which is the right way to make a good school-book. We hope the time will come when the art of representing objects by drawings will be considered to be as much a part of a really good common school education as the art of representing words by writing. Drawing in its higher departments must of course remain a luxury, but the mere power of sketching the forms of simple objects is much more within the reach of all than many would be inclined to imagine.

GUYOT'S GEOGRAPHICAL SERIES. Common School Geography. New York. Scribner & Co. 4to, pp. 147.

We noticed the elementary volume of this invaluable series in our last number, and then printed the learned author's explanatory preface. Since then we have received the beautiful book whose title we have given above; and without disparagement of any other similar work, we think it may safely be asserted that it far excels any other school geography now in the market. The learning of Prof. Guyot combined with the practical skill of Mrs. Smith and the liberal efforts of the publishers have combined to produce a book of very great and very permanent value. Want of space forbids a detailed examination, but we would especially point out the beauty of the maps (colored like Prof. Guyot's wall-maps upon a rational principle to represent the surface), and would recommend to all teachers a careful perusal of the "Teacher's Guide" which is to be found in the Teacher's edition.

We try to be chary of praise of all books of doubtful value or merely ordinary merit; but we think this is one which presents extraordinary claims upon our attention, and so far as we can honestly do it without the test of actual use, we earnestly recommend the book to all good teachers.

INTELLIGENCE.

JONATHAN KIMBALL, formerly Principal of the High School in Dorchester, has accepted the office of Superintendent of the schools of Salem.

JOHN KNEELAND, late of the Washington School, Roxbury, and well known to our readers from his connection with the "Resident Editor's Department," has opened a school for young ladies in that city.

JONATHAN TENNEY, recently of New Hampshire, has taken the school prop-

erty in Newton Centre, lately occupied by Mr. J. W. Hunt, and opened it as a Family and Day School for young ladies.

Miss CUSHING, Assistant in the Roxbury High School, now receives a salary of \$1,500.

THOMAS HUNTER, Esq., Principal of Grammar School No. 35, in New York, receives a salary of \$4,150. Grammar-School Masters are looking up.

Miss HOWARD (colored), who recently graduated at the Girls' High and Normal School in Boston, has been elected as teacher in one of the colored schools of New York, with a salary of \$550.

In a former number we noticed the retirement of J. W. Allen, Esq., one of the most successful teachers of New England, from the Principalship of the Schools of the Centre District of Norwich, Conn. The following, from the recent report of the Board of Education of that city, shows how Mr. Allen's devotion to his profession was appreciated:

"Every effort was used to retain his services, which have been so satisfactorily rendered to the District since its formation. The high standing of the several grades, the honorable mention of so many of the graduates, the general good feeling among the teachers and scholars, and the harmony that has existed in all the Boards during his connection with the schools, from the inception of the graded system to its successful completion, make a proud record for the city of Norwich."

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